

COURSE SYLLABUS



COURSE TITLE: IST 117 – Indigenous Studies in Canada 2

CLASS SECTION: X01

TERM: Winter 2025

COURSE CREDITS: 3

DELIVERY METHOD(S): F2F (Thursdays 9:30-12:20) and D2L

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.

INSTRUCTOR DETAILS

NAME: *Nang guláa k'aldangaas* Alana-Joy Parrish-Johnson (she/her), B.Mus., MTS-Indigenous; preferred name: Alana

EMAIL: parrisha@camosun.ca

OFFICE: N/A

HOURS: By appointment

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

This course analyzes the effects of colonization on Indigenous peoples/communities through an examination of policies such as residential schools, child welfare, treaties and the Indian Act. The course studies revitalization strategies and the nation rebuilding processes operating in Indigenous communities.

Prerequisites: C in IST 116

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

1. Analyze Canadian/ Indigenous relations by examining the differing worldviews from contact to present.
2. Describe and compare the terms aboriginal rights, sovereignty, aboriginal title and self-government.
3. Compare past and present federal and provincial Indigenous policies (Indian Act, Education, Treaties, etc.) and its effects on Indigenous identity, consciousness, and culture.
4. Analyze the division of powers in Canada and its historical and present-day impact on issues related to Indigenous peoples.

5. Describe and compare the recommendations of various White Papers and Royal Commissions (government and Indigenous) set up to explore Canada's First Peoples wellbeing.
6. Evaluate Indigenous community-based approaches to healing, influence, leadership, and governance.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

All required materials will either be handed out in class or be available on the D2L platform.

To respect the orality of Indigenous peoples, learning materials will include sound recordings, audio-visual documents, web sites as well as texts. Weekly readings, videos, and materials will be provided on D2L.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Please note:

- **All assignments are due at 11:59 pm on their due date**
- **All readings should be done prior to class time (e.g. Week 2 readings should be done PRIOR to our Week 2 Class)**
- **Keep some brief notes when engaging with D2L material so you can contribute more effectively in class discussion each week. This is a discussion/circle based course and you are responsible for coming prepared in order to create the best learning experience possible.**

*Visit to museum archives date to be determined

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1, Jan 9	Introductions & Course Overview	
Week 2, Jan 16	Terra Nullius & Doctrine of Discovery (1600s)	D2L Discussion Post 1 due Mon, Jan 20
Week 3, Jan 23	Royal Proclamation (1763)	
Week 4, Jan 30	Treaties (1764-1921)	Indigenous Role Model Presentations
Week 5, Feb 6	Indian Act (1876)	Indigenous Role Model Presentations
Week 6, Feb 13	Residential School System	
Week 7, Feb 20 - no class	Reading Break	
Week 8, Feb 27	60s Scoop & Millennial Scoop	D2L Discussion Post 2 due Mon, Mar 3
Week 9, Mar 6	TRC Report & the 94 Calls to Action (2015)	

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 10, Mar 13	Truth Telling (Stereotypes & Realities)	D2L Discussion Post 3 due Mon, Mar 17
Week 11, Mar 20 – via ZOOM	Reconciliation & Justice	
Week 12, Mar 27	Revitalization & Decolonization	TRC Written Assignment due Mon, Mar 31
Week 13, Apr 3	A Path Forward	
Week 14, Apr 10	Closing Conversation & Circle	D2L Discussion Post 4 due Fri, Apr 11

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Class Discussion/Participation (circle discussions, etc.)	25%
D2L Discussion posts x4 (due Jan 27, Mar 3, Mar 24, & Apr 11)	20%
Museum Visit/Repatriation Reflection (due one week after museum visit, date to be determined)	10%
Indigenous Role Model Presentation (in class Feb 6 & 13)	20%
TRC Research Paper (due Mar 31)	25%
<p>If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the Grade Review and Appeals policy for more information. http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf</p>	T O T A L 100%

Class Discussion/Participation (25%)

Throughout each class, students will engage in circle and share their thoughts and learnings from the course content. Students are expected to complete all assigned readings, videos, etc. posted on D2L before coming to class each Thursday. For those who must miss class for unavoidable circumstances, you can choose to compose a discussion post communicating your learnings instead.

Expectations and policies:

- Attendance is a critical part of learning and a very important part of this class.

- Being prepared for class includes making sure you have completed your readings and are prepared to respectfully engage in class discussions.
- Active listening is a vital aspect of being in a respectful dialogue with others. You must be able to hear what other people are saying so that you can respond to them in a respectful, and appropriate manner.
- Professionalism includes being on time for class, letting the instructor know when you are unable to attend class, making arrangements in advance with me for extensions on assignments, and seeking out clarification when you are not understanding something.
- Late assignments are subject to a 5% penalty per day for a maximum of 10 days. After this date, no papers will be accepted.
- Late assignments will only be accepted when you have made such arrangements with the instructor BEFORE the due date.

D2L Discussion Posts (20%, 5% each) – due Jan 27, Mar 3, Mar 24, & Apr 11

Four times throughout the semester, a writing prompt will be posted on D2L. Each student should write an initial reflection to the prompt by Monday, followed by a response to two other students' reflections by Wednesday. Online "netiquette" should be followed so that the conversation stays informed, healthy and productive. Each initial reflection will receive a mark out of 4 and each response to another post will receive a mark out of 1 (i.e. each week on D2L is out of 6 marks). List any sources/websites used at the end of your discussion post.

Initial reflection rubric:

4 - Excellent: thorough engagement with the writing prompt/original post, thoughtful response demonstrates understanding and a personal involvement and interpretation of the material in question. Sources listed at the end of the post.

3 - Competent: engages well with the writing prompt/original post, demonstrates an intellectual understanding of the material in question. Sources listed at the end of the post.

2 - Improvement Needed: some engagement with the writing prompt/original post, but either not a good demonstration of understanding or misses responding to some key aspects of the material in question. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic "netiquette")

1 - Unacceptable: little engagement with the writing prompt/original post, little or no reference to the relevant material. Reflection may also be written in a way that presents as antagonistic or disrespectful (i.e. does not follow basic "netiquette")

0 - Incomplete: too little or no interaction with the online writing prompt/original post

Responses x2:

1 - Complete: respectful, thoughtful, continues conversation

0 - Incomplete: disrespectful, irrelevant, discourages healthy/productive conversation

Museum Visit/Repatriation Reflection (10%) - due one week after museum visit, TBD

In 2 pages, reflect on your visit to the archives. Your reflection should:

- Describe a particular cultural treasure that stood out to you. Describe the object, its origins, its importance to the group it was taken from, and why you were drawn to this particular treasure.
- Demonstrate a thorough understanding of repatriation. What is repatriation and why is it important?
- Get personal about repatriation. What does repatriation for your family and/or nation (or a nation you are connected with) look like in the present and in the future? What is your role towards repatriation for your family and/or nation?

Indigenous Role Model Presentation (20%) – Feb 6 or 13

*If using a digital presentation, submit to the instructor parrisha@camosun.ca by 9am on day of presentation

Students are expected to present individually (or in pairs) on an Indigenous role model who has impacted your life or who you have an interest in. If you present individually, 10-15 minutes is expected for your presentation. If you present in pairs, 20-30 minutes is allotted. There will also be time for class engagement following the presentation. Visuals such as Powerpoints or Prezzi presentations are encouraged but not mandatory.

Please note: if you are showing a video there is a five-minute maximum.

Submit your sources in APA format.

Headings to guide presentation:

1) **Land acknowledgement** and intro to your topic.

2) **Personal introductions: each person should introduce themselves, either all at the beginning or when it gets to their turn within the presentation.** Introductions should give a background of a person's identity. Use of Indigenous languages is encouraged (though not at all required).

3) Explore the chosen role model. Provide background and information.

4) Reflect: Why did you choose this person? Significance of this person's example to Indigenous self-determination and well-being (or for you as a settler person).

5) Move Forward: Implications that this person's example has for the future. What have you learned from this person that inspires you on your journey towards decolonizing/Indigenizing yourself?

TRC Written Assignment (25%) – due Mar 31

Students will analyze **ONE** of the headings within the Truth and Reconciliation Commission (TRC) report (e.g. Child Welfare, Education, Language, Culture, Health, etc.). You will submit a 4-6 page (max. 8 pages) paper that adheres to APA style requirements with the four following sections:

1) Explore (2-3 pages): Using credible sources, research the TRC heading and present your findings. This is a space to share information **WITHOUT** making judgments on the content (i.e. NOT thesis driven). Also explore why this TRC heading was necessary in the first place, i.e. what injustices were being perpetuated in Canadian society to necessitate these calls to action? Focus on your opinion and personal experience in the next two sections, but not in this first section.

2) Reflect (1-2 pages): It is important to look back before moving forward. That's why Truth must come before Reconciliation. In this section, you will personally respond to the information you presented so far in the paper and how it has been relevant to shaping present day society, issues and/or your life thus far.

3) Moving Forward (1-2 pages): Now that you have spent time reflecting on this topic, how will you engage in the calls to action associated with this TRC heading? What will you do next? How is this information relevant to your next steps?

4) APA style Reference section must include at least 3 sources and is not included in the page count.

More information and rubric will be available on D2L.

COURSE GUIDELINES & EXPECTATIONS

Class expectations are based on six of the guiding principles of the Haida Nation:

Yahguudang: respect

- Students will respect their own needs and health throughout class time (body, mind, spirit) as well as looking out for the needs and health of others. Students will practice active listening in circle discussions. Electronics will be kept away from any circle discussion times, unless needed for the discussion/activity.

'Laa guu ga k̄anhllns: responsibility

- Students will read/listen to any required resources prior to class so they can make informed contributions to circle discussions.

Gina 'waadluxan gud ad kwaagid: everything depends on everything else

- Students will be on time for start times. Our time together is precious and valuable. Students will move beyond an anthropocentric way of thinking and bring earth perspectives into conversations.

Giid tlljuus: balance

- Students will care for themselves and others and communicate their needs to the instructor. Class work is incredibly important, but body, mind, and spiritual health are a greater priority than task completion.

Gina k'aadang.nga gii uu tll k'anguudang: seeking wise counsel

- Students will listen well to any guests who join our class and take to heart words and teachings from elders and knowledge keepers in the class resources.

Isda ad dii gii isda: giving and receiving

- Students will contribute to class discussions and activities as they are able and can expect the instructor and other co-learners to do the same.

Submitting Assignments

All assignments will be submitted to the D2L site, and in a Microsoft Word (.doc or .docx) format. External links to documents such as Google Docs, or other file formats specific to other word processor programs, will not be accepted. External links to presentations, videos, or other creative assignment formats may be accepted depending on the assignment requirements. Every effort will be made to return assignments to students within two weeks.

The instructor will provide outlines, marking rubrics, and overviews for the assignments. Meetings with the instructor are recommended and encouraged if a student is struggling with the content. Assignment rubrics are provided on D2L in advance for every assignment as outlined in the proceeding sections of this syllabus. Requests for “make-up assignments”, “additional work” or “alternate assignments” for the purposes of increasing grades will not be granted. In the event of low marks or if it appears there may be a risk of not achieving the necessary grade required to fulfill program requirements, students must monitor their own progress and access assistance/resources early on. All grades are available on the course D2L site. Additional Camosun College supports and resources are listed within item #8 of this document. **These supports are highly recommended.**

There are no rewrites of assignments and therefore, **no rewrite will be granted for papers with a low mark or failing grade.** It is the student's responsibility to understand the content and expectations of the assignments that are due. Students can email and meet with the Instructor to review and discuss their assignment or course grade.

Late Penalties

Late assignments are subject to -5% deduction per day, up to 7 days. Late assignments will not be accepted for marking after the above 7 days.

In the event of technical issues, the student must submit to the Instructor via email so that it can be date-stamped as submitted. However, it is the student's responsibility to resolve the technical issue as soon as possible, and then officially submit the assignment to the appropriate assignment dropbox on D2L for official grading. Late penalties do not apply to Virtual Classroom Session Discussion forum assignments.

Technical Issues

If a student is having technical issues at any point in the course, the student is expected to contact the appropriate technical support services right away to resolve the issues. If the technical issue involves D2L, the student is expected to contact the D2L Technical Support team directly (desupport@camosun.ca).

If the technical issue impedes the student's ability to submit their assignment on-time for any reason, it is the student's responsibility to email a copy of their assignment to their instructor, and then contact the appropriate technical support service team to resolve their situation. To avoid late penalties, assignments must be emailed prior to the assignment due date. Assignments will be considered 'submitted' based on the email's date/time-stamp.

Students are expected to keep a copy of all their work. Losing assignments as a result of not having saved a paper will not be accepted as a reason for an extension. Computers/laptops crashing or breaking down, or theft of computers will no longer be considered valid reasons for an extension request. It is suggested that students email themselves drafts of their work at regular intervals or save draft copies of assignments on a memory stick.

Request for Extensions

Extension requests for assignments will only be considered under exceptional circumstances. Request must be made at least 48 hours before the assignment due date. For illness or hospitalization, the student may be required to produce a doctor's note that are specific to the dates of their incapacity. Requests will be reviewed on a situation-by-situation basis.

If an assignment is submitted after an approved extension, the assignment will be subject to the full late penalties based on the original due date as though no extension was granted.

Confidentiality

All students' personal stories, opinions, or content shared at any point within the course (e.g. during online virtual sessions and in the online discussions forums or in email) are strictly confidential unless in cases of Duty to Report. All unauthorized recordings or screenshots of this material is absolutely prohibited. Moreover, students are under no obligation to disclose any personal information, thoughts, or opinions for the purpose of completing the course or assignments. If this is a concern at any point in the course, please discuss the matter with the instructor.

SCHOOL OR DEPARTMENTAL INFORMATION

Eyē? Sqâ'lewen - Centre for Indigenous Education & Community Connections

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student->

services-and-support/e-2.9.pdf and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this Syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.